

7

Design

7.1 DESIGN IS EVERYWHERE

IN THIS UNIT

GRAMMAR

- modals (necessity and obligation)
- modals (present deduction)

VOCABULARY

- word building
- design adjectives
- materials, shapes and textures
- abstract nouns

SCENARIO

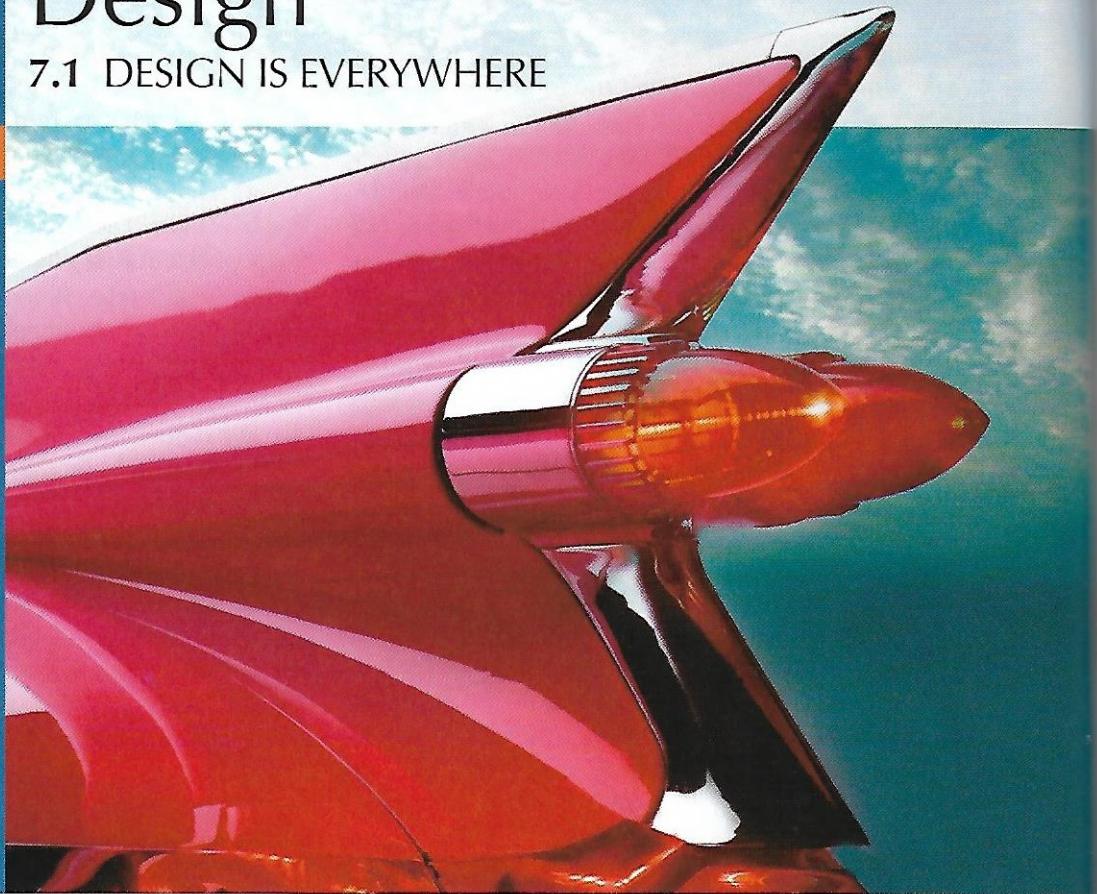
- describing qualities
- evaluating designs

STUDY SKILLS

- proofreading

WRITING SKILLS

- a product report



Design occupies a unique space between art and science. Terence Conran, 1931–, British designer

READING

1 Think about objects in your home. Which do you think are particularly well designed? Why?

2a Look at these extracts from an introduction to a design book. In which extract does the writer mention these things?

- incorrect ideas about design
- the essential element in good design
- what design is
- the restrictions on designers
- what designers do

2b Read the extracts again and correct the statements below.

- Designers are the same as scientists and engineers.
- Magazines rarely make mistakes when talking about design.
- Design is all about appearance.
- The secret of good design is to be new and different.
- Designers, like artists, have a lot of freedom.

2c Reacting to the text Which idea in the text is the most interesting? Why?

What is design?

1 THE WORD 'DESIGN' means different things to different people. One definition given by designer Richard Seymour is 'making things better for people'.

2 Scientists can invent technologies, manufacturers can make products, engineers can make them work, and salespeople can sell them. However, only designers can combine all these. Designers turn an idea into something that is desirable, commercially successful and adds value to people's lives.

3 Good design begins with the needs of the user. A good design fulfils a user's need. A design doesn't have to be new, different or impressive to be successful in the market place, but it must fulfil a need. However, it is also true that design methods often lead to innovative products and services.

4 Many people have misconceptions about design. Magazines often use the word 'design' when they mean style or fashion. For example, when they show a toaster or bottle opener which is well designed, the result is that people think that design is only about how things look. Design is also about how things work. In reality, the way a product looks is something which happens at the end of a product development process.

5 Designers, unlike artists, can't simply follow their creative feelings. They work in a commercial environment, which means there are many points to consider. Designers have to ask themselves questions such as: 'Is the product really wanted?', 'How is it different from everything else on the market?', 'Does it fulfil a need?', 'Will it cost too much to manufacture?' and 'Is it safe?'

VOCABULARY

WORD BUILDING, DESIGN ADJECTIVES

3a Work with a partner to complete the word families in the table below. Check your answers in the text.

3b Look at the suffixes (endings) of the words in the table. What type of word ends in:

- 1 -ic?
- 2 -er?
- 3 -ion?
- 4 -ing?
- 5 -or?

verb	noun (person)	noun (thing, concept)	adjective
design			
		'science	scientific
		manu'facturing	
pro'duce	producer		pro'ductive
engineer		engineering	
		use	usable
develop	de'veloper		developing
innovate	'innovator	innovation	
	inventor	in'vention	inventive
		art	artistic

PRONUNCIATION

4 **7.1** Word stress Look at the words in the table and mark the stress. Some have been done as examples to help you. Listen and check, then repeat the words.

5a Complete these questions using words from the table. Sometimes more than one answer is possible.

- 1 Can you name an ____? What did he/she invent?
- 2 Are there any factories in your town/city? What do they ____?
- 3 What are the three ____ you could not live without?
- 4 What do you think is the best ____ of the 21st century?
- 5 Is the ____ of a product important to you?
Why? Why not?
- 6 What products do you think ____ will develop in the next ten years?

5b Work with a partner and ask and answer the questions above.

5c Write some questions of your own to ask other students using words from the table in Exercise 3.

6a The following adjectives are often used to describe designs. Work with a partner to check that you understand them all.

elegant functional futuristic handmade
innovative mass-produced retro simple
streamlined stylish traditional up-to-date

6b Find words in Exercise 6a that refer to the following.

- 1 the past (2 words)
- 2 methods of manufacture (2 words)
- 3 designs which are new and different (2 words)

6c Find words in Exercise 6a that mean the following.

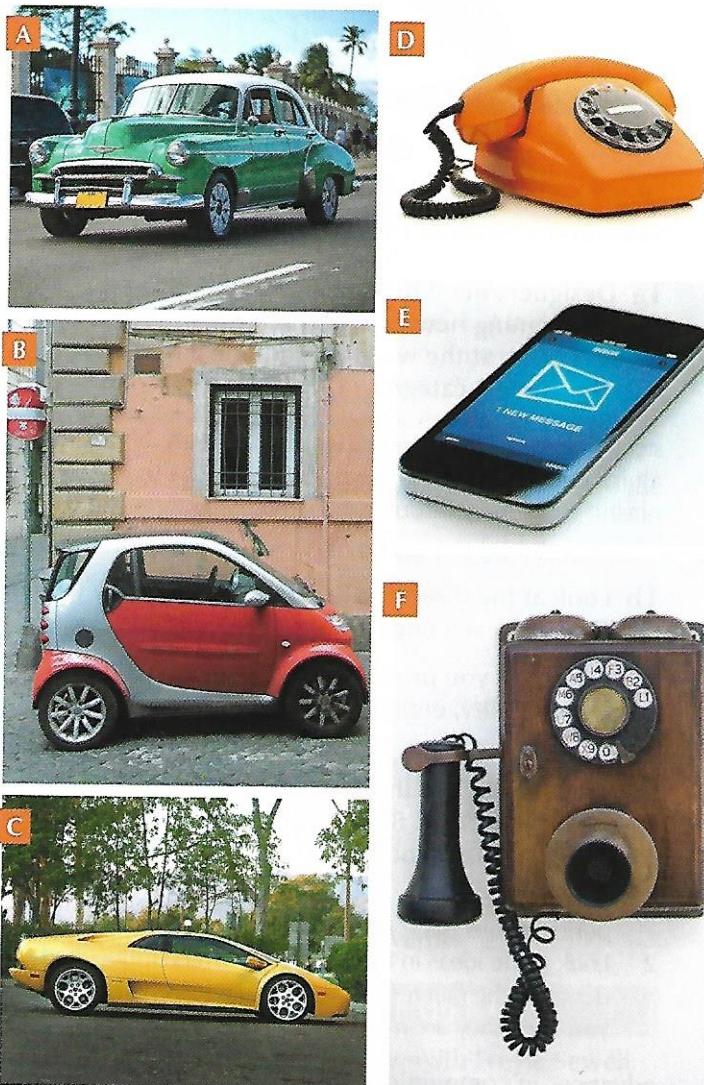
- 1 attractive and fashionable
- 2 modern
- 3 with a smooth shape
- 4 attractive and graceful
- 5 not complicated
- 6 useful

SPEAKING AND WRITING

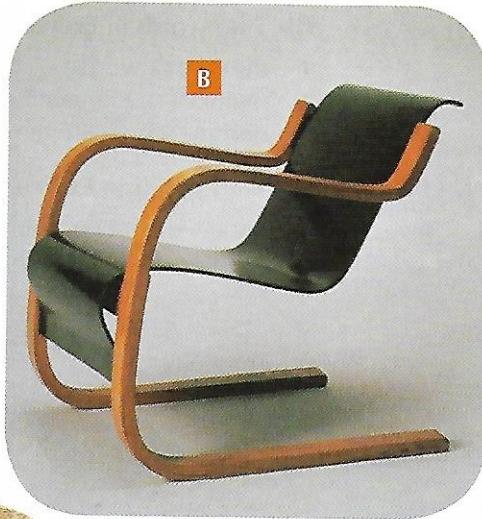
7a Think about the following items. In small groups, discuss what qualities you look for in them. Look back at the vocabulary in Exercise 6a to help you.

phone car shoes handbag watch

7b Look at the photos below. Say which design of car and phone you prefer and why.



8 Write a short paragraph describing your favourite design, either on this page or of an object you own.



READING AND VOCABULARY

MATERIALS, SHAPES AND TEXTURES

1a Designers need to think about the following when designing new products: material, shape, texture. Look at the words in the box and put them into the correct category.

steel	smooth	curved	leather	rough	angular
aluminium	canvas	wooden		polished	square
plastic	soft	circular	paper	straw	hard

1b Look at the three chairs in the photos. How would you describe each one?

1c Which do you prefer? Why? (Think about comfort, style, practicality, etc.)

2 You are going to read about design during three different decades of the 20th century: the 1930s, the 1960s and the 1990s. Before you read, discuss the following in small groups.

- 1 Look at the photos of the chairs. Which of the three periods does each chair come from?
- 2 Look at the ideas in the box below which influenced design at the different times. Discuss in which period you think they are mentioned and why.

advances in communication
young consumers
streamlining (smooth in shape)
ergonomic design (designs adapted to human needs)

recycling
short-lived products

3a Work in groups of three. Read your text quickly, then share your information with your group. Compare the information with your ideas from Exercise 2.

Student A: Read the text above.

Student B: Read the text on page 160.

Student C: Read the text on page 163.

3b Read your text again and complete the chart for your text. Then in your groups, summarise the key facts about your text so that the others in your group can complete the chart.

	1930s	1960s	1990s
Ideas	streamlining		
Designers			
Products			
Materials			

4a Justifying opinions Work on your own.

Which design period was for you:

- the most exciting?
- the most useful?
- the most interesting?

Make notes on the reasons for your choices.

4b Work in groups and present and justify your choices.

1960–1969

THIS WAS a period of optimism and self-belief. At this time humans travelled faster than sound and walked on the Moon. During the period, the power of advertising, particularly on television, created mass consumerism, with a huge increase in the buying and selling of new types of products. Manufacturers began to recognise the buying power of teenagers and started to develop products aimed at the youth market. These new young consumers wanted change and variety. It was a time of short-lived products and the idea of a 'throwaway' society. New materials, new shapes, and new colours appeared in all areas of design.

There were many unusual furniture designs. The Danish designer Verner Panton produced his bright red plastic chair, for example, and Eero Aarnio created his extraordinary Ball Chair.

The ideas of this period, also known as the 'space age', also influenced fashion. Designers created clothes in strange and futuristic materials. Courreges' 'silver foil' suits and Pierre Cardin's silver and plastic dress designs were examples of this.

VOCABULARY

ABSTRACT NOUNS

5a Find the noun forms of the verbs below in the texts.

- | | |
|-----------------|---------------|
| 1 advertise | 4 recycle |
| 2 consume | 5 communicate |
| 3 industrialise | 6 streamline |

5b Complete the questions below with the nouns from Exercise 5a.

- 1 Is there enough _____ of harmful products like batteries?
- 2 Do _____ and curved shapes make products look more stylish?
- 3 Is _____ the best way to get people to buy products?
- 4 Is _____ leading to people becoming more selfish?
- 5 Has _____ damaged the Earth so much that it cannot recover?
- 6 Does better _____ technology lead to better lives?

5c Work with a partner and ask and answer the questions above.

LISTENING

6 7.2 Listen to two designers talking about ideas for a new product and answer the questions.

- 1 What product do they discuss?
- 2 Who will use the product?
- 3 What materials do they mention?
- 4 When do they want to launch the product?

GRAMMAR

MODALS (NECESSITY AND OBLIGATION)

7 Underline the modal verbs in these sentences. Then use the verbs to complete the statements below.

- 1 We need to reach as many people as possible.
- 2 We can't use steel.
- 3 We should make it in just three colours.
- 4 It must be cheap if we want to be competitive.
- 5 It doesn't have to be very different.
- 6 The rules say it has to be strong enough to support a heavy person.
- 7 We don't need to rush.
- 8 We really mustn't miss this opportunity.
- 9 We shouldn't launch it until we're really ready.
- 10 I can do some designs before we meet again.

To talk about:

- a things that are important and necessary to do we use _____, _____ and _____.
- b things that are not essential (i.e. where you have a choice) we use _____ and _____.
- c rules and regulations we often use _____ and _____.
- d when it is necessary and important *not* to do something we use _____ and _____.
- e something that is advisable we use _____.
- f something that is not advisable we use _____.

→ Language reference and extra practice, pages 138–139

8 Choose the correct modal verb.

- 1 This material *doesn't have to / mustn't* be used as it harms people's health.
- 2 In some countries you *don't need to / can't* show certain images in your designs.
- 3 There's a problem with the design, but it *doesn't have to / shouldn't* take us much time to resolve. We *have to / should* finish it today!
- 4 We *shouldn't / have to* change the shape of the model so that it meets government regulations.
- 5 We *don't need to / must* hire that designer. She's the best in the business.
- 6 It's not breaking any regulations, but I think we *should / have to* change the design.

SPEAKING

9 Work in groups. You are going to design a product.

- 1 Choose one of these products: a chair, a table, a kettle, a toothbrush, a coffee machine.
- 2 Decide which group of consumers you are aiming at, e.g. older people, young adults, children, etc.
- 3 Discuss your ideas and sketch a design. Think about shape, colour, materials, size, appearance, rules and regulations. Try to use modal verbs.



MEET THE EXPERT

Watch an interview with Freyja Sewell, a furniture and product designer, about her designs.

Turn to page 152 for video activities.

READING

1 Look at the photos. What are they? Would you like to own any of these Alessi designer products? Why?/Why not?

2a Read the article about Alessi quickly and find the following.

- 1 the name of one great artist
- 2 the names of three members of the Alessi family
- 3 the names of three Alessi products
- 4 the names of three designers that have worked for Alessi

2b Identifying main ideas Read the article again and match the headings to the paragraphs.

- a The way forward
- b The importance of design
- c How designs are developed
- d Famous designers
- e International expansion

2c Find words in the text which mean the following.

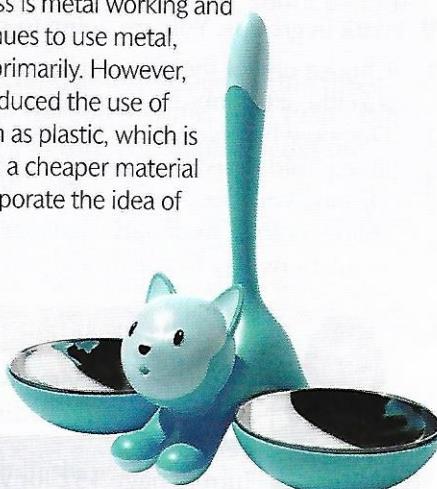
- 1 someone or something that is not successful (para 1)
- 2 to change (para 2)
- 3 the use of new ideas or methods (para 2)
- 4 introducing new methods for the first time (para 3)
- 5 a great idea about what you should do (para 3)
- 6 something famous that is admired by many (para 4)

ALESSI'S inventions

1 _____
Italians only keep beautiful and useful things in their homes, an Italian friend once told me. Perhaps that's why most of them love Alessi, the famous Italian design company. Alessi rates design very highly, even placing it above profitability. The president, Alberto, does not worry about his failures, according to an article in Fast Company. He holds his meetings with designers in the Alessi private museum, which contains material from all of Alessi's products including some flops, to remind him about the importance of taking risks. Alberto believes that the most original design concepts come from the borderline between what is possible and what is not.



2 _____
The company was founded in 1921 by Giovanni Alessi, Alberto's grandfather. Giovanni's son, Carlo, began Alessi's tradition of design. It was Alberto, however, who transformed the company into a world-wide success by employing freelance designers, increasing exports, and enhancing its reputation for beautiful, useful products and innovation. Alessi's core business is metal working and the company continues to use metal, e.g. stainless steel, primarily. However, Alessi has also introduced the use of other materials such as plastic, which is easier to mould and a cheaper material to produce, to incorporate the idea of fun into design.



3 _____
When Alberto began working at Alessi at twenty-four, one of his first projects was 'Alessi d'Après'. He commissioned Salvador Dalí and other artists to design a piece of art to be mass-produced and available for the general public. The pioneering project was very difficult so after a while his father, Carlo, stopped production, but not before Dalí created an object for the company. Apparently nobody knows what the product's purpose was, but commissioning these artists shows Alberto Alessi's inspiration, and indicates why Alberto places such importance on learning from every project, even if unsuccessful. As a result, the company uses a formula to decide whether designs should be developed which emphasises whether they have a practical function, whether they please the senses, and if they fit with current trends and confer status on the owner. It is also important that the product can be sold at a reasonable price.

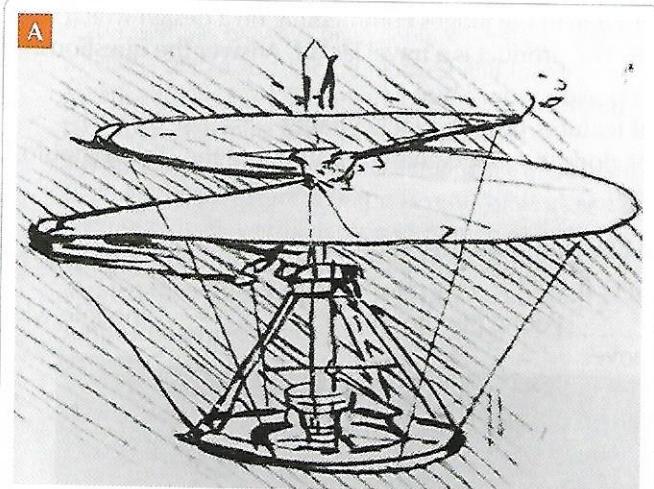


4 _____
Richard Sapper, Aldo Rossi and Philippe Starck are just some of the great designers that have worked for Alessi. The company has created many icons, such as Starck's 'Juicy Salif' citrus squeezer, the 'Anna G.' corkscrew and the 'Mami' stockpot, which was designed by Stefano Giovannoni.

5 _____
Alessi is no longer only a manufacturer of kitchen and tableware products. Its range has included watches, cordless telephones, bulbs and lights, glasses and even cars. Alessi recently paired with Fiat to design the Fiat Panda Alessi, which features internet access and has a picture of the Alessi man on its wheels! This world-wide Italian company can be expected to continue its tradition of promoting the very best design whilst forever reinventing itself.

LISTENING

- 3a** **7.3** Listen to three pairs of students at a museum of design. In which order do they talk about the things below?



- 3b** Listen again. Are these sentences true, false or not given?

- 1 The first design is by da Vinci.
- 2 This design is over 500 years old.
- 3 Da Vinci's most famous painting is the Mona Lisa.
- 4 Pablo and Irina are looking at a corkscrew.
- 5 The corkscrew was designed in the early 1980s.
- 6 The third object is the designer's best-selling design.
- 7 George would like to buy one of these.

GRAMMAR

MODALS (PRESENT DEDUCTION)

- 4a** Look at Audio script 7.3 on page 170 and underline the modal verbs *must*, *can't*, *might* and *could*. Look at the words around them.

- 4b** Match each modal verb with one of these meanings.

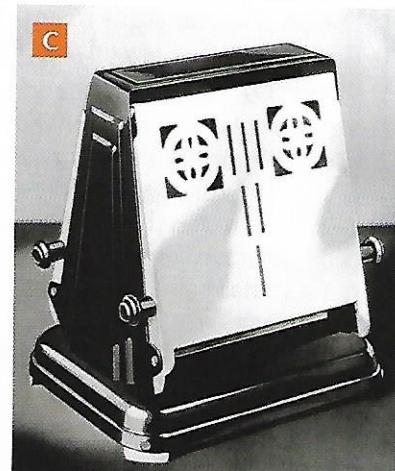
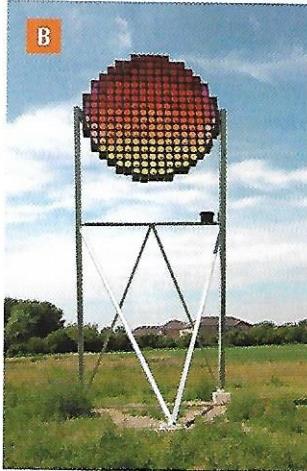
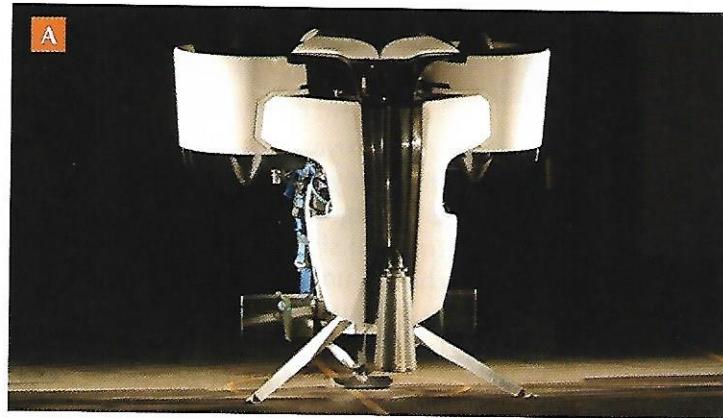
- | | |
|---------------------------|--------------------------------------|
| 1 It can't be true. | a I think this is possible. |
| 2 It might/could be true. | b I'm certain that this is true. |
| 3 It must be true. | c I'm certain that this is not true. |

- 4c** Look at the modal verbs in Exercise 4b. What is the opposite of *must be* when we are talking about deduction?

→ Language reference and extra practice pages 138–139

- 5** Rewrite the sentences below using *must*, *can't*, *could* or *might*.

- 1 I'm sure this design is by Armani.
This design must be by Armani.
- 2 Alessi is definitely one of the most influential design companies of all time.
- 3 I'm sure this painting is not by da Vinci.
- 4 Maybe this painting is by Picasso, but I'm not sure.
- 5 Not many people are attending the exhibition. I'm sure they aren't promoting it very well.
- 6 This product looks dangerous to me.
- 7 People are not sure if it is a Starck design.
- 8 I'm sure that designer is working very hard. I've seen a lot of her designs.



- 6** Work with a partner to discuss what you think the designs above are. Try to use these words and phrases.

must might could can't I'm sure/certain ...
maybe/perhaps ... It's possible that ...
It's not possible that ...

SPEAKING

- 7** If you had the skills, what would you like to design/re-design?

SITUATION

1 The advert below appeared in the design magazine *Trendsetter*. Read the advert and answer the questions.

- 1 Who can enter the competition?
- 2 How can a competitor get an entry form?
- 3 What is the purpose of the competition?

KEY LANGUAGE

DESCRIBING QUALITIES

2a **7.4** Listen to one of the judges commenting on a design which won first prize last year. The product is a travel jacket. Answer the questions.

- 1 What kind of person would buy it?
- 2 What special features does the jacket have?
- 3 What reasons does the judge give for suggesting the jacket should win first prize?

2b Listen again and complete the sentences.

- 1 As you can see, it _____ very modern and stylish.
- 2 It's _____ young people. It will _____ people who are on the move.
- 3 It has several special _____.
- 4 One of the jacket's best _____, I'd say, is that the zips have a lifetime guarantee.
- 5 The jacket has two _____ features.
- 6 It's _____ a new material which is very strong, _____ and heat resistant.
- 7 Another strong _____ is the _____ on the sleeve.
- 8 The jacket's durable, _____, easy to use and, above all, _____.

2c Work in pairs. Think of an article of clothing you own, or would like to own, for example a coat or jacket. Describe it to your partner, using some of the language from Exercise 2b.

TASK

EVALUATING DESIGNS

3a Work in groups of four. You are judges for this year's competition and will choose the winning design. Choose one product each from the text on page 73. Read the description and take notes on the key points.

3b Describe your product to the other judges in your group. You may add extra information you wish to cover all the categories. Complete the evaluation form for the other three products as you listen to the other judges. Marks are out of ten. Do not evaluate your own product.

	Design _____	Design _____	Design _____
stylish			
innovative			
functional			
easy to use			
durable			
value for money			
TOTAL			

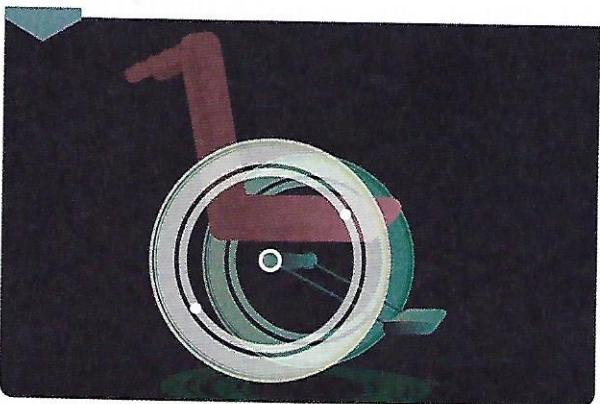
3c Add up the marks of the three judges for each product and find the winner.

MARTELLI DESIGN COMPETITION

A wheelchair

A user-friendly wheelchair with several innovative features. It has only five main components: two side wheels, a seat, a seat back, a foot rest and four lights. Because of this, it's lightweight and easy to maintain, take apart, assemble and transport. It allows users to quickly access a car or plane. It's ergonomic and easy to push. A unique feature is that it is very visible at night because of its powerful lights and coating of luminous paint. Its frame is made of carbon fibre, and can be adapted to each person's size and weight.

Suggested price: \$899

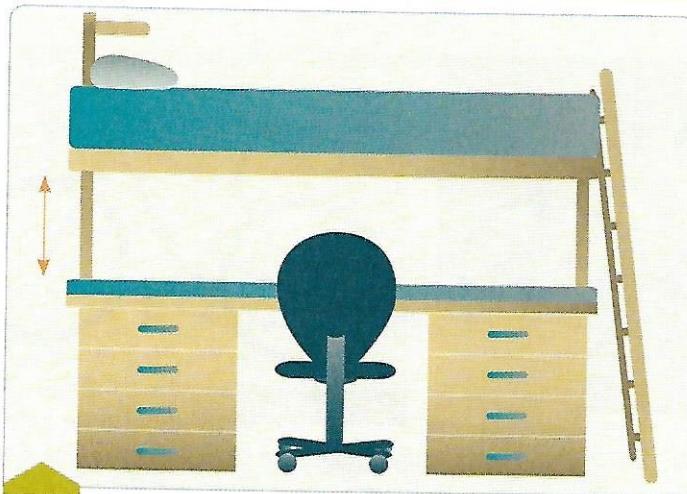


A carry-on airline bag

A stylish, elegant carry-on bag for men and women. It is ideal for use on budget airlines because passengers are usually allowed only one piece of luggage. It will appeal to fashion-conscious travellers because its silver identity tag and logo have a unique design. The bag is small and compact, measuring only 35cm x 30cm x 16cm, but it can hold many items without looking bulky. It has three small pockets with zips and one large compartment. There is also a special pocket for a water bottle. It comes in five colours.

Qualities: Well constructed, durable, versatile, with a place for everything. Ideal for short flights when you carry a lot of technological items such as smart phones, laptops and tablets.

Suggested price: \$140



A study area (desk and bed unit)

This unit is perfect for students living in small rooms, preparing for examinations.

It consists of a desk and eight drawers for storing things. The desk is exceptionally sturdy.

Above the desk is a bed. An innovative feature is that the height of the bed can be adjusted quickly and easily to the height of the room. A solid wood staircase with wide steps leads up to the bed. There is a shelf at the headboard for holding books and a light. The ergonomic chair is specially designed for students who sit for long periods of time. It won a design award recently at an international exhibition of furniture in Geneva.

Qualities: The study unit is innovative, functional and space saving.

Suggested price: \$1,200

A sports watch

Taptap is a sports watch for athletes. It aims to provide information which will help athletes to improve their performance, but it also acts as a standard, everyday watch. It has several innovative features. It has advanced tap screen technology, so it is very easy to use. The athlete simply taps the screen to activate the various functions of the watch, such as the stop watch and display of running times. It has a unique alarm system which will appeal to long-distance runners. The alarm tells the runner when he or she needs to have more water or food. The watch has a long-lasting battery which lasts at least three years. It is water resistant up to 120 metres, so it will also appeal to people who enjoy water sports. Taptap looks sporty and fashionable. Its face and case is silver, and it has a wide, rubber strap, available in several colours.

Suggested price: \$199



STUDY SKILLS

PROOFREADING

1 Work in pairs or small groups to discuss these questions.

- 1 When you write a formal document, e.g. a formal email, essay or report, do you prefer to use pen and paper first or to write directly onto a screen? Explain your answer.
- 2 Do you ever edit your own work or other people's work?
- 3 Which of the tools do you use in your work or studies?
 a an online dictionary c a grammar check
 b a spell check d a word count
- 4 What other digital tools do you use?

2a It is important to make sure your writing is accurate and your meaning clear. You are going to listen to a lecturer giving some tips on checking written work. Work with a partner. What points do you think she will mention?

2b **7.5** Listen to the conversation. Note down the points the lecturer mentions. Are they the same as the points you discussed in Exercise 2a?

2c Listen again and answer the questions.

- 1 What examples does the lecturer give of the following mistakes?
 a spelling b irregular verbs c prepositions
- 2 Complete the final piece of advice she gives.
 'Is my meaning _____?' 'Will someone _____ my work _____ what I'm trying to say?'
- 3 What are the main problems you have when you write in English? What mistakes do you often make?
- 4 Proofreading Eastern University plans to buy a hundred bicycles for students to hire during the university year. Read the report on two bicycles, written by the university's Purchasing Officer, Debora Carr. There are some errors in it. Find the following errors in the report.
 - a four incorrect spellings
 - b two missing capital letters
 - c one missing full stop
 - d two incorrect apostrophes
 - e one example of incorrect word order
 - f a phrase that is repeated unnecessarily
 - g one incorrect tense
 - h two incorrect prepositions

Report on two hybrid bicycles: Trekker 101 and Groundbreaker

Introduction

At the request of Jeremy Schooler, vice President of eastern University, this report compares two hybrid bicycles and recommends one of the models to be purchased by the university

Price

There is a significant price difference between the two bicycles. Trekker 101 costs €460. It is much cheaper than Groundbreaker which costs €540.

Size

The bicycles are similar on length but not in weight. Trekker 101 weighs just 14.1 kg whereas Groundbreaker weighs 16.4 kg.

Rider Position

On both bicycles, the rider is positioned right at the back so that he or she is centred over the rear wheel. Both

bicycles are suitable to riders up to 175 cm tall. For someone over that height, Groundbreaker is more suitable.

The seat

The Groundbreaker seat is more comfortable and can be adjusted easily. To adjust the Trekker 101 seat, you need a special tool.



Performance:

35 a Riding along

Trekker 101 is lighter. It is, therefore, much faster on flat ground, but is it not good on bumpy surfaces.

Groundbreaker is slower but gives a much smoother ride on rough surfaces.

b Cornering

Both bicycles corner well and feel stable, even in slippery conditions.

Groundbreakers' stability is good when cornering but it is slower because of its extra weight.

c Climbing

Both bicycles are performing well when climbing. Trekker 101 can accelerate

faster on the steep sections of a hill. Groundbreaker is better if the rider has to climb several hills in a short time.

Gears

The highest and lowest gears of both bicycles are the same. Nevertheless, Groundbreaker has a big advantage. Its gear change is much faster and smoother.

Conclusion and Recommendation

The university should purchase the Groundbreaker model. It is built for strength and durability, which are important qualities for hire bicycles. It performs much better on rough surfaces. This is important because many of our students will want to ride the bicycles in the forest and mountain areas.

Signed: Ms Debora Carr, Purchasing Office
Date: 16 September ...

5 Read the report and answer the questions.

- 1 Which bicycle:

a is cheaper?	d will probably last longer?
b is lighter?	e has a more flexible seat?
c is faster?	f has a better gear change?
- 2 What similar features do both bicycles have?
- 3 Why does the writer of the report prefer the Groundbreaker?

WRITING SKILLS

A PRODUCT REPORT

6a Linkers Look at the words in italics in each sentence below. Which word/phrase is used to show:

a contrast, additional information, a result?

- 1 Trekker 101 is lighter. *Therefore*, it is much faster on flat ground.
- 2 Groundbreaker's gear change is faster. *Moreover*, it is much smoother.
- 3 Groundbreaker is heavier. *On the other hand*, it is stronger and more durable.

6b Work with a partner. Decide whether the words in the box introduce a result, a contrast or additional information. Try to add one more word/phrase to each group.

also although as a result consequently
furthermore however in addition whereas

7 Link the pairs of sentences using an appropriate word/phrase from Exercise 6.

- 1 Groundbreaker's seat can be adjusted easily. You need a special tool to adjust Trekker 101's seat.
- 2 Both bicycles climb well. Trekker 101 can accelerate faster.
- 3 Trekker 101 is cheaper than Groundbreaker. It is much lighter.
- 4 Both bicycles are suitable for riding in town. They are ideal for riding on mountain tracks.
- 5 Groundbreaker is a heavier bicycle. It is slower when going round tight corners.
- 6 Trekker 101 is suitable for medium-sized riders. Groundbreaker is much better for tall people.

8 The head of a large airline has asked you to write a report on two top-of-the-range headphones, recommending one of them for use in the airline's First Class cabins. Write the report, using the notes on the right.

New Edit My notes

KristalClear Headphones

Price: US\$ 180

Weight: 170g

Design: Attractive and stylish. 5-star rating (outstanding) from Sound and Vision magazine.

Over-the-ear headphones. Comfortable, easily adjustable, thin headband, might wear out quickly.

Colours: Black, metallic silver and red

Sound: Bass tones not very powerful. High-end tones excellent. Best for classical or light pop music.

Noise: Sound doesn't leak out and annoy people. Blocks out most outside noise.

Durability: Well made. Cable maybe a bit weak.

Special feature(s): A unique sound system greatly reduces outside noise. Headband flexible and easily adjustable.

Overall impression: Great style and sound quality, affordable price.

Sonar Headphones 3001

Price: US\$ 265

Weight 185g

Design: Attractive and stylish. 3-star rating from Sound and Vision magazine.

On-the-ear headphones. Comfortable – headphones cover the whole ear. Rather heavy and bulky (take up a lot of space). Headband – flexible plastic wrapped in soft leather. Strong cable.

Colours: Black, white and grey

Sound: Powerful and deep bass tones. Good high-end sounds. Lots of energy and power. Headphones best for electronic, hard rock or urban music.

Noise: Keeps away some outside noise. Not a strong feature of the headphones.

Durability: Well built, strong construction. Made to last.

Special feature(s): Control system on the cable. Users can turn the sound up and down.

Sponge pads on the headphones covered in soft leather. Very comfortable.

Overall impression: Well constructed, excellent bass and high-end sounds. Not cheap. Good sound quality + durability.



GRAMMAR

G1 MODALS (NECESSITY AND OBLIGATION)

CAN/CAN'T

Use *can/can't* to talk about present ability and possibility.

We can ask him if he'd like to join us.

I can't ski. I don't know how to.

COULD

Use *could* to say something is possible or likely in the future.

Your work on this could be useful later on.

That table could be good for my office.

SHOULD/SHOULDN'T

Use *should/shouldn't* to say if something is advisable or not.

I think we should ask customers what they want.

We probably shouldn't wait any longer to start work on this.

HAVE TO/MUST

We use both *have to* and *must* to talk about something that is necessary and important, but there are some differences in meaning.

Use *have to* to say something is essential or that it is a general rule.

When you develop a new design you have to try it out a number of times.

It has to be strong enough to carry eight people.

Use *must* to say something is necessary or important in your personal opinion.

I feel that we must make the design more modern.

It must be on my desk by the end of the day.

! We do not normally use *you must* or *you mustn't* in face-to-face conversation. Use *should* instead.

You must be more careful. ✗

You should be more careful. ✓

DON'T HAVE TO/MUSTN'T

Use *don't have to* to say something is not necessary.

It doesn't have to be made of metal. Plastic is fine.

They don't have to be here. We can decide ourselves.

Use *mustn't* to say it is necessary or important not to do something.

We mustn't forget to tell them about the party.

They mustn't find out about our plans. They wouldn't like them.

G2 MODALS (PRESENT DEDUCTION)

Use modal verbs to make guesses (deductions) about the present, based on evidence. The different modal verbs express different levels of certainty.

MUST

Use *must* to say that you are certain something is true.

The door is open so Michael must be home.

Jane was ill, but she's running around, so she must be a lot better!

CAN'T

Use *can't* to say that you are certain something is not true.

This painting can't be by Rembrandt. It's much too modern.

The police say he attacked someone at 7 p.m., but it can't be true because he was with me at that time.

COULD/MIGHT

Use *could* or *might* to say something is possible.

It could be true that it was all his own work. It's definitely possible.

The package might be from David. Open it and find out!

We can also use modal verbs with a continuous form.

He must be feeling better!

They might be coming later.

KEY LANGUAGE

KL DESCRIBING QUALITIES

Another strong point is ...

It's aimed at ...

It looks very (stylish/modern/functional/strong) ...

It's functional/innovative/excellent value for money.

It's made of (wood/metal/leather).

It's made from (a new material) which is (waterproof/strong/heat resistant).

It has several (special/unique) features.

It will appeal to ...

One of the best qualities is ...

There are several (special/unique) features I really like.

VOCABULARY

V1 WORD BUILDING, ADJECTIVES

art, artist, artistic, design (n/v), designer, well-designed, develop, developer, development, developing, engineer (n/v), engineering, innovate, innovator, innovation, innovative, invent, inventor, invention, inventive, manufacture, manufacturer, manufacturing, produce, producer, product, productive, scientist, science, scientific, use (n/v), usable, user

V2 DESIGN

elegant, functional, futuristic, handmade, innovative, mass-produced, retro, simple, streamlined, stylish, traditional, up-to-date

V3 MATERIALS, SHAPES AND TEXTURES

MATERIAL

aluminium, canvas, leather, paper, plastic, steel, straw, wooden

SHAPE

angular, circular, curved, square

TEXTURE

hard, polished, rough, smooth, soft

V4 ABSTRACT NOUNS

advertising, communication, consumerism, industrialisation, recycling, streamlining

G1 **1** Complete the second sentence so that it has a similar meaning to the first, using a modal verb and any other words necessary.

- 1 Sorry but I'm unable to help you with this.
Sorry but _____ you with this.
- 2 I think it's important that we make it stronger.
We _____ it stronger.
- 3 Is it possible for you to come with us tonight?
_____ with us tonight?
- 4 It isn't necessary to ask for his permission.
You don't _____ for his permission.
- 5 I'm able to use steel in this design.
I _____ in this design.
- 6 I'd advise you not to bother him until after lunch.
You _____ him until after lunch.
- 7 Keep that wood. It's likely to be useful later.
Keep that wood. It _____ later.
- 8 The new law says that it's essential that you use recyclable products.
You _____ recyclable products because of the new law.

G2 **2** Match replies a–f with sentences 1–6.

- 1 I heard that it never rains in England.
 - 2 My son is eating again now.
 - 3 The front door is open.
 - 4 He said if he was free, he'd be here by nine at the latest. It's midnight now.
 - 5 There was a rumour about them getting married and then I saw them buying an engagement ring together.
 - 6 Just because it's specially designed, this tiny pen cost over €200.
- a My flatmate must be home.
b You must be joking! It never stopped when I was there.
c He must be feeling better.
d So what they say about them must be true.
e That can't be true. It's only plastic.
f He can't be coming.

G1, 2 **3** Complete the sentences with the modal verbs in the box.

have to must (x2) don't have to shouldn't
can't could can

- 1 You _____ do that now – we'll have time tomorrow.
- 2 You _____ speak to her like that – she's very sensitive.
- 3 Don't forget that you _____ buy a ticket before you get on the train.
- 4 I _____ start working harder or I'll fail the exams.
- 5 This _____ be the right way. Let's stop and ask someone.
- 6 Our new secretary _____ speak two foreign languages – she's really clever.
- 7 He's not answering the phone – he _____ be out somewhere.
- 8 Take something to read – there _____ be delays at the airport.

KL **4** Complete the sentences with the words in the box.

appeal point value looks qualities made
aimed several

- 1 There are _____ features I really like.
- 2 It's _____ from a combination of metals.
- 3 It will _____ to business people.
- 4 It's excellent _____ for money.
- 5 It _____ very stylish.
- 6 It's _____ at the younger market.
- 7 One of the best _____ is its flexibility.
- 8 Another strong _____ is the innovative design.

V1, 2 **5** Complete the words with -ic, -er, -ive or -al.

- 1 I don't think he'll like the idea – he has very tradition_____ views.
- 2 My nephew is a software design_____.
- 3 This new keyboard layout is very us_____ friendly.
- 4 This plan of yours is very innovat_____. Will it work?
- 5 He's a very artist_____ person with great skill in painting.
- 6 One scientif_____ theory says there's no such thing as global warming, but no one takes it seriously.
- 7 For that spare part we'll have to contact the manufactur_____.
- 8 That new science fiction film is really futurist_____ with spaceships and lasers.
- 9 I'd like a kitchen that's function_____ rather than fashionable.
- 10 I'm an engine_____ specialising in bridges.

V3, 4 **6** Complete the sentences with the words in the box.

industrialisation polished recycling efficiency
consumerism aluminium streamlining (x2)

- 1 I think our society is completely based on _____ these days. All we do is shop!
- 2 We need to improve the _____ of these machines. They currently use too much energy.
- 3 This all used to be countryside, but the _____ in the late eighties destroyed the landscape.
- 4 The _____ of this car makes it go faster and also looks great.
- 5 I love the way the artist has used _____ to create something new and beautiful. Normally these materials would be thrown away.
- 6 They are looking at _____ the business to make it more efficient.
- 7 It is impressive to see the way the artist has combined _____ and wood for a really modern look.
- 8 He believes _____ metallic surfaces are essential in a professional kitchen.

6 EDUCATION

1 Work with a partner and answer these questions.

- What can you remember about Maria Montessori?
- What is the Montessori method?

2a **6** You are going to watch an interview with Rob Gueterbock, who works at a Montessori school. Watch the interview and complete sentences 1 and 2 with phrases a–h. Which phrase can go in both sentences?

- In traditional education, children ...
 - In Montessori education, children ...
- a are able to follow their own interests.
 - b learn by doing, not by listening.
 - c learn according to a curriculum.
 - d learn with the whole class.
 - e learn individually and in small groups.
 - f form mixed age communities.
 - g learn only with children of the same age.
 - h learn at their own pace.

2b Watch the interview again and take notes on the following.

- Reasons for becoming a Montessori teacher
- The Montessori method of learning
- Why Montessori schools call teachers 'guides'
- Montessori education in different countries
- What Rob thinks about children and technology

2c Compare your notes with a partner.

3a Imagine that you have been asked to give a report to the Ministry of Education in another country. The Ministry wants to improve the level of education of school children aged 6–16. Work in three groups. Each group should give a short report on the advantages of three different approaches to education. Decide on a definition for your group's approach to education. Then decide on the advantages of your group's approach to education.

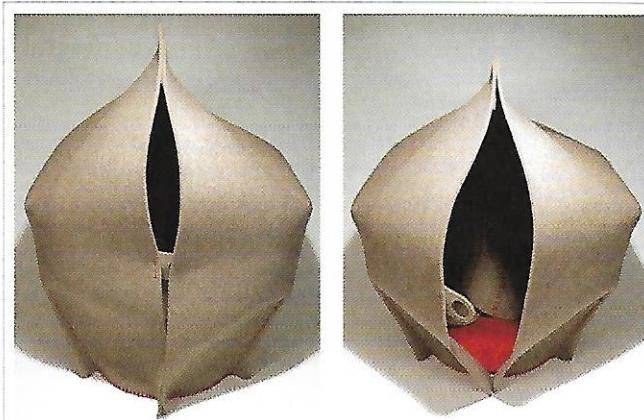
- Group A: traditional education
- Group B: Montessori education
- Group C: digital education

3b Take turns to give your reports. Decide which group gave the best reasons.



7 DESIGN

1 Work in groups of three. Look at the photos of the 'hush pod chair' by product and furniture designer Freyja Sewell, then discuss the five questions in the extract below from a book about design.



Designers have to ask themselves questions such as:
 'Is the product really wanted?',
 'How is it different from everything else on the market?',
 'Does it fulfil a need?',
 'Will it cost too much to manufacture?'
 and 'Is it safe?'

2 **7** Watch the interview with Freyja. Tick (✓) the adjectives you hear.

- | | |
|-----------------|---------------|
| • sustainable | • renewable |
| • elegant | • careful |
| • innovative | • traditional |
| • natural | • rigid |
| • mass-produced | • disposable |

3a Watch the interview again. Match each object or material (1–6) to its description in the video (a–f).

- | | |
|----------------|---------------------|
| 1 a light bulb | 4 wool |
| 2 a chair | 5 starch |
| 3 wool felt | 6 starch-bound wool |
- a something connected to a particular country
 - b something used because it was hard
 - c something used because it was soft
 - d something used because it was natural
 - e something developed in another country
 - f something that is an example of a good design

3b How do we know that materials are important to Freyja?

4 Do you own a mobile phone, smart phone or tablet computer? Work in groups. Compare the designs of your phones or tablet computers by discussing these features.

- form (style and beauty)
- sound design (e.g. does it 'click' or 'whistle'?)
- function and efficiency

COMMUNICATION ACTIVITIES

LESSON 5.3 EXERCISE 8A (PAGE 51)

SON

You want the biggest, fastest bike with the biggest engine. Your friends will think you are silly if you have a bike with a really small engine. You think you are responsible and will drive safely.

LESSON 6.3 EXERCISE 10A (PAGE 61)

STUDENT C

Education in Argentina

- Argentina has nine years of compulsory schooling.
- Basic education is divided into three-year phases corresponding to junior and senior primary school and middle (or lower secondary) school.
- After this period of compulsory education, students have the choice of studying further or not for three years in upper secondary.
- 48% of the population enrol in higher education.
- First degrees for teachers and technicians last for three years but there are longer degrees for four to six years for engineering, medicine and law.
- University education is free but students have to pay for accommodation, transport and materials.
- Argentina has one of the most educated populations in Latin America.

LESSON 7.2 EXERCISE 3A (PAGE 68)

STUDENT B

1930–1939

In the 1930s designers increased the efficiency of boats and aircraft by giving them smooth and curved shapes. Then, in 1934, Chrysler launched its new streamlined car, the Airflow. This was the start of the use of aerodynamics in car design. Streamlining, as it was called, was about speed, efficiency and, most of all, the modern world. Designers realised that consumers were attracted to other streamlined products, and so they began to use streamlining in a wide range of domestic appliances, such as refrigerators.

The designer Henry Dreyfuss helped to develop a new theory about design called ergonomics. He believed that machines worked better if they were adapted to people's needs. His reputation was based on the Bell 3000 telephone. Because of its ergonomic design, it was easy for people to use.

At this time a number of new materials were used in design, such as Bakelite (an early type of plastic). It was a perfect material for producing smooth, streamlined products.

LESSON 12.3 EXERCISE 8 (PAGE 121)

STUDENT F

Encourage people to talk about how the crime was committed. Do not reveal this information till near the end: ice melts.

LESSON 8.3 EXERCISE 2 (PAGE 80)

3

Mark McCormack

OBITUARIES

- 1 Mark Hume McCormack, sports agent, died on 16 May, aged seventy-two. Mark McCormack started the industry of sports marketing. He was the first person to realise that sports personalities could earn extra money from endorsements and sponsorship. The company which he founded, International Management Group (IMG), represents many of the most famous sports people in the world such as Tiger Woods, Pete Sampras, the Williams sisters and Michael Schumacher.
- 2 McCormack had been a promising college golfer. However, after graduating from Yale Law School he worked as a lawyer. Later, he realised that sports marketing had great potential. His first client, in 1960, was Arnold Palmer, the famous golfer. Thanks to his energy and entrepreneurial skills, he built up a highly
- 3 IMG expanded to include a television production company, sports academies and a branch representing top models such as Kate Moss.
- 4 By the end of his life, he had also published several books, including the best-selling *What they don't teach you at Harvard Business School*.
- 5 He will be remembered for his ability to negotiate huge contracts for a wide range of sports personalities and celebrities.
- 6 He leaves three children from his first marriage and one from his second to former tennis professional, Betty Nagelson.

**Mark McCormack,
born 6 November 1930;
died 16 May 2003**

4 Chaleo Yoovidhya

OBITUARIES

- 1 Chaleo Yoovidhya, inventor of the popular energy drink 'Red Bull' died on 17 March. By the time of his death he had become one of Asia's richest men and one of the 250 wealthiest people in the world.
- 2 The third son of a Chinese father and a Thai mother, he grew up in northern Thailand. The family was poor and made a living selling ducks and fruit. Chaleo worked from a young age and did not complete his secondary education. He later earned a living as a bus conductor and a salesman, as well as by helping in his brother's pharmacy in Bangkok.
- 3 Always interested in science, in the 1960s he set up a company called TC Pharmaceuticals. He worked on his own formula for an energy tonic which was given to truck drivers to help them stay awake. He named it 'Krating Daeng', meaning Red Buffalo in
- 4 In 1982, an Austrian toothpaste salesman, Dietrich Mateschitz, was in Thailand and drank a can of the drink to help his tiredness and jetlag. It worked well and he went into partnership with Chaleo. The launch of the new product, 'Red Bull', as it was now called, was in Austria in 1987. It is now sold in over seventy countries around the world. The market research done at the time of the launch suggested it was going to fail. It has annual sales of 4.6 billion cans.
- 5 Although extremely successful, Chaleo remained a private man and had not given an interview or made a public appearance for over thirty years. He was married twice and had eleven children.

**Chaleo Yoovidhya,
born 17 August 1923;
died 17 March 2012**

LESSON 4.4 EXERCISE 5A (PAGE 43)

STUDENT C

You think the best option is to set up English language courses online for all staff. Try to persuade the other members to accept your idea. Use the ideas below and your ideas from Exercise 2b.

- Online courses are a relatively cheap way of teaching large numbers.
- You will be able to work with the language expert on the content of the courses.
- Online courses enable staff to learn English at a time which suits them.
- You do not want classes at Head Office. There are no suitable rooms for the purpose.
- One-to-one classes are expensive. You do not think senior staff will like them.

LESSON 3.4 EXERCISE 7A (PAGE 33)

INTERVIEWERS

1 Review the key personal qualities or skills you are looking for in the candidate.

2 Write out the six questions below to ask at the interview.

- 1 Why / want this job?
- 2 What / sort / person / you?
- 3 What / strengths / weaknesses?
- 4 What / think / can bring / this job?
- 5 What / interests / have / outside work?
- 6 Where / see yourself / five years' time?

3 Add two more questions to ask at the interview.

LESSON 1.2 EXERCISE 8 (PAGE 9)

STUDENT A

¹ _____ was born on 6 May 1856 in Freiberg, Moravia. He went to the University of ² _____ and studied medicine. He graduated in ³ _____ as a Doctor of Medicine. He lived in Vienna for forty-seven years. In 1907, the psychiatrist Carl Jung was introduced to Freud and together they formed the International Psychoanalytical Association. ⁴ _____ was its first president. Most of Freud's family emigrated to London. ⁵ _____ lost all his property when he left Vienna. Freud lived in a house in Hampstead, London. He died in ⁶ _____.

LESSON 3.2 EXERCISE 10B (PAGE 29)

STUDENT B

Say the sentences below. Your partner will correct you.

- 1 So, you've been working in Germany since graduating?
- 2 So, you've been living in Brazil for six months?
- 3 So, you've been studying French for a year?

Listen and correct Student A, using the prompts below. Repeat the whole sentences.

- 1 for four years
- 2 teaching
- 3 for two years

LESSON 12.3 EXERCISE 8 (PAGE 121)

STUDENT E

Dr Drake Ramorey was engaged to marry the victim. Surprisingly, he was already in the victim's will. He will inherit most (three quarters) of the victim's money. He is an expert on chest and lungs. He has a history of violence with his previous girlfriend.

LESSON 9.3 EXERCISE 8A (PAGE 91)

AGAINST THE MOTION

Think about:

- how big projects benefit local communities e.g. by providing a wide range of jobs. Think of some jobs that can be created.
- how big projects can stimulate the country's economic growth.
- how big projects can give the country a sense of pride.
- how some projects can help the environment. Give two examples.
- your own ideas against the motion.

LESSON 10.4 EXERCISE 4A (PAGE 103)

ENVIRONMENT OFFICER

Think about the problems and make notes of your ideas for solving them. You want:

- fewer cars in the city centre – the pollution level is higher than in many other European cities.
- more bus routes and cheaper fares.
- the council to invest in expensive equipment to clean the beaches.
- dogs and barbecues to be banned from the beach.

LESSON 7.2 EXERCISE 3A (PAGE 68)

STUDENT C

1990–1999

During the 1990s, many designers worried about the damage to the environment caused by industrialisation. They were especially worried about the rapid use of energy sources and raw materials. They wanted to find ways of slowing this down. These ideas influenced design in many areas. For example, solar-powered cars and electric cars were developed. The recycling of paper and other materials became popular, for example in designer Jane Atfield's plastic shelving unit. The material she used came from old washing-up liquid bottles. Designers created more energy-saving products and products which consumers could repair or recycle. The focus was on product durability. Another big influence on design was advances in communication, in particular the internet and mobile phone technology.

One product that connects the two big concerns of designers in the 1990s was Trevor Baylis' wind-up radio, launched in 1995. This product was particularly useful in Africa because it could work without having expensive batteries. People made the radio work by turning a handle to generate the power.